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| **English 110 Composition 1** | | |
| **Time Allotment**  **50 minutes** | **Lesson Phase** | **Details** |
| **3** | **Introduction**  **Set a purpose**. This course is about developing writing skill and exploring the spaces in and surfaces on which we compose. | Today we will write autobiographical paragraphs introducing ourselves to each other. First, let’s take a look at how the artist Nicki Minaj might have handled this assignment.  (Youtube Video “Autobiography” lyrics) |
| **5** | **Foundation**  Check on previous learning. Clarify key points **(goals)** of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber:** How did Nicki Minaj present her autobiography? Did she start with journal writing? How else she develop/create the piece.  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Personal narrative, hypertext, Genre, Digital Literature, Twine |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Teacher will share personal Twine to demonstrate features of this platform. Referencing Landow, teacher will show how links and HT work on this platform and how they allow access beyond the solid surface of the page. Make connection to concept of the portable hole. |
| **15** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Twine workshop: Class will be conducted in computer lab. Students will use computer to access Twinery.org. Whole class will follow teacher guided tutorials on the website. Sample Twine productions will be reviewed to explore potential of the platform. |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Teacher will discuss with class ideas that lend themselves to this platform. Ask: Might this platform be useful for autobiographical writing? Why? Why not? |
| **5** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Using handbook assigned for this course, Norton Field Guide, teacher and students will review the features of the personal narrative. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | **Brief Writing Assignment:**  Using Twine, create a personal narrative of introduction (Autobiographical Essay) of at least 10 pp in length. Save file at end of lesson.  Students are encouraged to continue work on Twine independently. |
| **2** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned today (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |